

Accessibility Plan

Policy reviewed and updated	27/03/24
Date of next review	27/03/26
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate	

Responsible : SENCO

Equalities Statement

Harefield School has due regard for the need to:

- eliminate unlawful discrimination;
- advance equality of opportunity; and
- foster good relations for students, staff and others using school facilities.

We believe that striving to meet these requirements contributes greatly to us achieving outstanding progress and attainment because achievement of these aims helps towards ensuring that students work – whether it is in classrooms or elsewhere in the school – in an ethos and atmosphere of dignity and fairness, where they are free to develop themselves, knowing that differences are respected and they are encouraged to become independent learners taking responsibility for their actions become good citizens.

Equality Objective

Our equality objectives are outlined in our Equality Policy but in summary, and broadly, these work to reduce any academic achievement gap between student groups.

Accessibility Plan

This Accessibility Plan is compliant with requirements as specified in Schedule 10 relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

The Harefield School Accessibility Plan has been drawn up in conjunction with students, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported on annually in respect of progress and outcomes, and provide a projected plan for a four year period. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website. We understand that Ofsted will examine the school's activity under this plan.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within

the school.

The Harefield School Accessibility Plan shows how access is to be improved for disabled students and/or those with special educational needs, for staff and visitors to the school in a given timeframe and how we anticipate the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- **Increase access to the curriculum** for students with SEND, expanding the curriculum as necessary to ensure that a student with a disability is, equally, prepared for life as others. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe
- **Improve access to the physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- **Improve the delivery of written information** to students, staff, parents and visitors with SEND; examples might include hand-outs, timetables, textbook and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe as and when requested.

We will continue to make reasonable adjustments to our curriculum and environment

The Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Yearly Equality Objective
- Continuous Professional Development Programme
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- School Improvement Plan
- School Prospectus and Mission Statement

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

Equality impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all Governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

- The school prospectus will make reference to this Accessibility Plan
- The School's complaints procedure covers the Accessibility Plan
- The Accessibility Plan will be published on the school website
- The Accessibility Plan will be monitored through the Governor Curriculum Committee
- The Accessibility Plan will be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Improving the Curriculum

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	TIMEFRAME
<p>All lessons planned to allow all students access to the curriculum</p> <p>Broad curriculum available.</p> <p>All staff are fully aware of all SEN students in their classes and understand appropriate strategies.</p>	<p>All work is differentiated</p> <p>Specialist resources are made available e.g. laptop, translator, overlay</p> <p>Intranet Information available to all staff</p>	<p>Students of all abilities make appropriate levels of progress.</p> <p>More staff aware of SEN students and their needs.</p>	Inclusion	On-going annually reviewed
All extra-curricular activities are planned to ensure they are accessible to all students	Review out of school provision	Out of school activities are conducted with providers that comply with current legislation	Increase Access to all school activities	On-going annually reviewed
Appropriate use of LSA in lessons	LSAs to support identified students in lessons	Intervention provides access to curriculum	Increase in Access to curriculum	On-going reviewed annually
Classrooms are optimally arranged to promote the participation and independence of all students	Review layout and equipment to support learning	Students have ready access to a range of resources to support learning	Increase in Access to curriculum	On-going reviewed annually
<p>With a graduated approach to support is in place for all students on the SEN register are reviewed termly.</p> <p>All staff are aware of the targets in individual statements of SEN</p>	<p>Staff, students and parents are aware of specific targets made to encourage accessibility.</p> <p>Targets used to inform planning</p>	Work can be appropriately levelled.	Adequate progression made.	On-going reviewed termly

Improving the environment- HF Accessibility Plan

The building is built over two floors and has a lift. Toilet facilities are available throughout the school site.

Improving delivery of written information

TARGET	STRATEGY	OUTCOME	ACHIEVEMENT	TIMEFRAME
Make available school prospectus, newsletters and other information	Review all current school publications and promote availability in different formats. Available on website	Information available for all	Delivery of information to students and parents	On-going Available
Electronic method of reporting to parents	Explore alternative methods of e – communication. New website Use of twitter	Knowledgeable about best practice	Introduce and expand e communication to parents	Review app usage by April 2022 New website by April 2022
Explore feedback from parents about quality of school communication School App	Parental Engagement Group meetings Survey parents Parental engagement	School is aware of opinions and acts on them Increase parental engagement through their smartphones	Parental opinion surveyed and appropriate action taken Increased parental engagement	On-going Review app options by April 2022